School District of Osceola County, FL

St. Cloud High School

2021-22 Schoolwide Improvement Plan

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St. Cloud High School

2000 BULLDOG LANE, St Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Nate Fancher

Start Date for this Principal: 6/9/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (59%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	Yes	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

St. Cloud High School is a positive, nurturing and safe environment where everyone participates in building pathways to success through rigor, hard work, responsibility and accountability.

Failure is not an option.

Provide the school's vision statement.

Saint Cloud High School will outperform all other schools in the state of Florida.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Fancher, Nate	Principal	Instructional Leader of the school and making all final school-based decisions relative to both students and teachers.
Wrona, Jennifer	Assistant Principal	Assistant Principal of Instruction, managing testing and assessments, clerical and community outreach, stocktakes, professional development, new teacher development, and ELL.
Muller, Shane	Assistant Principal	Assistant Principal, managing Exceptional Student Education, 504, Gifted, Supplemental Academic Instruction, school facilities, discipline, PBIS, Threat Assessment team, and all social media.
Holmes, Stephanie	Instructional Coach	Literacy Coach-Instructional support for all ELA and Reading teachers, managing Khan and Achieve 3000 and NWEA. Offers schoolwide quarterly PD specific to needs of teachers by content, and assist new and struggling teachers with pedagogy. Member of MTSS team to assist in assessing student data and providing interventions.
Godfrey, Stephanie	Other	Resource Compliance Specialist- manages all ESE students to ensure proper accommodations are implemented, and IEPs and EPs are in compliance. Member of MTSS team to assist in assessing student data and providing interventions.
Bruns, Diane	Instructional Coach	Math/Science Coach-Instructional support for all Math and Science teachers, managing Algebra Nation and School City. Offers school-wide quarterly PD specific to needs of teachers by content, and assist new and struggling teachers with pedagogy. Member of MTSS team to assist in assessing student data and providing interventions
Kalashnikova, Anna	Instructional Coach	ESOL Compliance Specialist- manages all ELL students to ensure proper accommodations are implemented and ELL para support that is provided in state assessed classrooms. Member of MTSS team to assist in assessing student data and providing interventions.
Dombo, Robert	Assistant Principal	Assistant Principal of College and Career, counseling team, managing all CTE courses and certification courses, master schedule, AVID, attendance, and MTSS, and PLCs.

Demographic Information

Principal start date

Thursday 6/9/2011, Nate Fancher

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

31

Total number of teacher positions allocated to the school

117

Total number of students enrolled at the school

2,102

Identify the number of instructional staff who left the school during the 2020-21 school year.

23

Identify the number of instructional staff who joined the school during the 2021-22 school year.

20

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	525	522	561	494	2102
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	324	407	320	402	1453
One or more suspensions	0	0	0	0	0	0	0	0	0	24	46	17	11	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	26	21	15	62
Course failure in Math	0	0	0	0	0	0	0	0	0	1	34	15	18	68
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	37	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	7	25	2	34
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	31	86	63	70	250

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	8	3	5	20

Date this data was collected or last updated

Saturday 8/7/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0	0	0	0	0	0	0	0	0	492	556	504	559	2111
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	224	250	308	330	1112
One or more suspensions	0	0	0	0	0	0	0	0	0	29	19	7	4	59
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	32	47	18	103
Course failure in Math	0	0	0	0	0	0	0	0	0	3	42	17	24	86
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	104	103	98	37	342
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	92	91	16	5	204

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	70	106	99	71	346

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	8	5	9	27

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	492	556	504	559		2111
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	224	250	308	330		1112
One or more suspensions	0	0	0	0	0	0	0	0	0	29	19	7	4		59
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	32	47	18		103
Course failure in Math	0	0	0	0	0	0	0	0	0	3	42	17	24		86
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The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	3		3
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	8	5	9		27

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				50%	57%	56%	52%	56%	56%
ELA Learning Gains				46%	48%	51%	51%	54%	53%
ELA Lowest 25th Percentile				39%	43%	42%	47%	47%	44%
Math Achievement				50%	46%	51%	47%	39%	51%
Math Learning Gains				50%	41%	48%	45%	40%	48%
Math Lowest 25th Percentile				44%	46%	45%	40%	46%	45%
Science Achievement				74%	69%	68%	77%	67%	67%
Social Studies Achievement				79%	70%	73%	78%	70%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	53%	47%	6%	55%	-2%
Cohort Comparison						
10	2021					
	2019	45%	47%	-2%	53%	-8%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	62%	11%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	62%	15%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	49%	3%	61%	-9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	44%	2%	57%	-11%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 9 and 10 ELA, Alg 1 and Geo and Bio are assessed using NWEA for 9th. US History and Bio is assessed using a district formative assessment.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	50	54
	Economically Disadvantaged	47	46	49
	Students With Disabilities	55	48	51
	English Language Learners	39	42	44
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	43	47
	Economically Disadvantaged	38	38	42
	Students With Disabilities	44	42	48
	English Language Learners	34	36	38
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	56	n/a
	Economically Disadvantaged	52	53	n/a
	Students With Disabilities	48	46	n/a
	English Language Learners	49	46	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	52	54
	Economically Disadvantaged	51	47	49
	Students With Disabilities	50	47	48
	English Language Learners	44	41	44
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	34	36
	Economically Disadvantaged	29	31	32
	Students With Disabilities	20	22	22
	English Language Learners	25	27	30
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	45	43
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	37	33	32
	English Language Learners	44	40	37
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	55	55
	Economically Disadvantaged	48	52	53
	Students With Disabilities	53	51	51
	English Language Learners	47	49	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	29	28
	Economically Disadvantaged	21	29	28
	Students With Disabilities	15	18	19
	English Language Learners	17	23	24
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	64	66
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	51	52	62
	English Language Learners	59	57	65

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	19	20
	Economically Disadvantaged	14	18	17
	Students With Disabilities	7	11	15
	English Language Learners	19	21	19
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	29	23	15	29	37	33	30		94	23
ELL	23	49	52	21	34	29	29	38		96	60
ASN	67	59		50							
BLK	36	38	31	24	19	31	48	70		100	48
HSP	44	47	42	28	32	33	52	63		99	58

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	62	52		21	23					94	73
WHT	60	50	36	40	29	39	66	72		95	65
FRL	41	44	38	27	28	35	52	63		97	56

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	28	26	23	44	40	51	49		82	26
ELL	32	44	39	35	44	40	69	62		92	47
ASN	78	80		67			73	82		100	55
BLK	51	45	29	55	48		79	96		90	36
HSP	47	45	42	47	48	42	72	73		95	45
MUL	56	35		57	67		91	70		93	64
WHT	52	47	37	54	52	48	75	84		95	52
FRL	42	44	39	44	49	45	69	70		93	48

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	34	39	22	28	29	51	50		71	30
ELL	22	51	48	26	44	40	63	60		82	48
ASN	59	55		65	40		82				
BLK	42	38	44	44	38	43	70	76		97	43
HSP	49	52	48	42	44	40	72	73		90	54
MUL	57	52		53	50		77	80		90	63
WHT	57	53	46	55	49	41	87	86		96	63
FRL	45	49	45	42	44	41	74	75		92	53

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	572
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELL and SWD are below all students in all categories and all grade levels.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in Mathematics across all grade levels, especially SWD and ELL students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors include distance learning, lack of small group work, and lack of frequent formative assessments. PLCs engage students in rigorous tier 1 instruction and frequent formative assessments. Respond to data using flexible grouping in tier 2 in the classroom and tier 3 in targeted remediation.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA overall achievement and learning gains, as well as acceleration, improved the most.

What were the contributing factors to this improvement? What new actions did your school take in this area?

ELA PLCs used formative data and NWEA PM data to create flexible grouping in tier 2 and tier 3 settings both in the classroom and MTSS tier 3 groups during lunch.

What strategies will need to be implemented in order to accelerate learning?

Small group instruction will be used to accelerate learning. Teachers will use classroom assessment data and common assessment data to identify students for small group instruction during the class period and during PAWS. Intensive Reading and Math teachers will use a rotation model to incorporate small differentiated groups 3-4 times per week.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Content-specific PD will be delivered to state assessed areas offered by academic coaches to assist in teachers learning literacy strategies that can be taught to their students such as- text marking, annotation, summarizing, etc., including math.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our schools leadership will empower leaders on campus to participate in the Stocktake process, regularly reviewing school SIP goals and adapting to our schools current needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	According to VAM data, we only had 2 Highly Effective and 31 Effective teachers in 2019.
Measurable Outcome:	Through regular evaluations and feedback, we will increase the number of Effective and Highly Effective teachers by 10%.
Monitoring:	We will measure evaluation scores for each element and target feedback in areas of need.
Person responsible for monitoring outcome:	Robert Dombo (robert.dombo@osceolaschools.net)
Evidence-based Strategy:	When leaders shine a spotlight on working with teachers to improve instruction, it changes their leadership. Central to effective instructional leadership is the ability to engage teachers in constructive discussion about their teaching. When leaders prioritize instruction, so do teachers and other stakeholders. (Williamson, 2021)
Rationale for Evidence-based Strategy:	By giving teachers timely feedback, they will be more inclined to adapt their teaching to improve learning based on the feedback. We will use the Marzano framework of teaching to drive instructional improvement and student outcomes.

Action Steps to Implement	

School level leadership development: Identify and mentor staff to build leadership capacity. Recommend staff to Preparing Leaders cadre and guide them through their learning.

Person Responsible	Robert Dombo (robert.dombo@osceolaschools.net)

Data Disaggregation and Monitoring: Train leaders to participate in the Stocktake process, our MTSS team and PLCs by disaggregating PM data for the school and subgroups and help address our current reality through actionable items. Include coaches and deans in completing the Heatmaps for Stocktake.

Person Responsible	Robert Dombo (robert.dombo@osceolaschools.net)

Teacher Targeted Feedback: Conduct regular observations, walkthroughs, and snapshots, providing actionable and constructive feedback for teachers. Admin will conduct 5 observations with feedback each, every week.

Person Responsible	Robert Dombo (robert.dombo@osceolaschools.net)

Non-Evaluative School Trend Instrument (NEST): Use NEST to track trend data to help support the Stocktake process and drive SIP goals. Admin will conduct 5 NEST each minimum per week.

Person Responsible	Robert Dombo (robert.dombo@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Given the 20-21 school data finding that only 51% of our school scored a level 3 or higher on their FSA which was a 1% increase from the 18-19 school year, strong instructional practices must be planned and incorporated daily to ensure high levels of achievement for all students in literacy.
Measurable Outcome:	Our goal for the 2021-2022 school year is to increase achievement by 9%, learning gains by 2% and achievement of our lowest 25% of students by 15%.
Monitoring:	Progress monitoring assessments, including NWEA, data from Beable, and district assessments will be utilized to gauge progress toward the desired outcomes.
Person responsible for monitoring outcome:	Stephanie Holmes (stephanie.holmes@osceolaschools.net)
Evidence-based Strategy:	Students will utilize grade level text daily school-wide, synthesize what they read, and complete writing activities to support their thinking; specifically in the state assessed areas of English, US History, Biology, Algebra, and Geometry.
Rationale for Evidence-based Strategy:	Evidence shows students need to interact with grade appropriate text through both reading and writing on a daily basis in order for them to increase their Lexile Levels and be college or career ready. (Achieve the Core, 2018)

Action Steps to Implement

1. B.E.S.T. Standards- English 1 and 2 classes will fully implement Florida's B.E.S.T. Standards and aligned curriculum with fidelity. The foundational reading standards will be incorporated into the curriculum in Intensive Reading classes, using data from NWEA and Beable to differentiate based on student need.
2. Collaborative Planning- Common planning by both ELA 1 and ELA 2 teachers will appropriately be used for both planning purposes and to review student data.

Person Responsible	Stephanie Holmes (stephanie.holmes@osceolaschools.net)

3. Differentiation- SWD will receive grade level instruction. The work will be scaffolded to meet their needs and supported by the VE teacher when applicable. Unique Curriculum will be implemented to ensure differentiated instruction in for students on Access Points. NWEA assessment will be taken by all ELA 1 and ELA 2 students three times over the course of the year. Teachers will use data to determine gaps in student learning and adjust instruction to meet students specific needs. ELA sheltered class will support all 1st year language learners with various ELL strategies and bilingual instruction.
4. Instructional Coaching- Literacy Coach will attend PLC meetings to facilitate data analysis, implementation of B.E.S.T. Standards, and planning for differentiation, as well as work with new teachers to improve instructional practices.

Person Responsible	Stephanie Holmes (stephanie.holmes@osceolaschools.net)

5. Professional Learning Communities- PLC Meeting Agendas to document the PLC cycle will be used during each PLC meeting. PLCs will use common assessments to monitor progress of mastery of standards.
6. Graduation- Khan Academy, Beable, and SAT/ACT Practice Books will be used with fidelity in English and Reading classrooms, monitored through usage reports for proper implementation by both teachers and students to ensure students who did not pass the 10th grade FSA meet the concordant score through SAT or ACT.

7. Professional Learning- Content specific PD to state assessed areas offered by academic coaches to assist in teachers learning literacy strategies that can be taught to their students such as- text marking, annotation, summarizing, etc.

Person Responsible   Stephanie Holmes (stephanie.holmes@osceolaschools.net)

8. Small Group Instruction- English 1 and 2 teachers will use classroom assessment data and common assessment data to identify students for small group instruction during the class period and during PAWS. Intensive Reading teachers will use a rotation model to incorporate small differentiated groups 3-4 times per week.

9. Standards Aligned Instruction- English and Intensive Reading teachers will implement the StudySync curriculum based on Florida's B.E.S.T. Standards and follow the district provided Curriculum Unit Plans.

Person Responsible   Stephanie Holmes (stephanie.holmes@osceolaschools.net)

10. Tier 1 Foundational Instructional Practice- All teachers will implement AVID WICOR strategies to increase engagement and retention of content.

11. Tier 2 Foundational Intervention Practices- All teachers will utilize classroom and common assessment data to identify students not showing progress towards mastery of standards. Students will be taught using small group instruction during class time and during the PAWS period.

12. Tier 3 Instructional Intervention Practices- Students in the lowest quintile on NWEA will be placed in a Reading remediation PAWS group 3-4 times per week taught by a Reading Endorsed teacher.

Person Responsible   Stephanie Holmes (stephanie.holmes@osceolaschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Given the 20-21 school data finding that 23% of our school scored a level 3 or higher on their FSA which was a 27% decrease from the year prior, we must continue to plan for and incorporate strong instructional practices daily to ensure high levels of achievement for all students in mathematics.
Measurable Outcome:	Our goal for the 2021-2022 school year is to increase achievement by 10%, learning gains by 10% and achievement of our lowest 25% of students by 10%.
Monitoring:	Progress monitoring assessments, including NWEA and common assessments will be utilized to gauge progress toward the desired outcomes.
Person responsible for monitoring outcome:	Diane Bruns (diane.bruns@osceolaschools.net)
Evidence-based Strategy:	Research shows that the use of common teacher formatives, and consistent weekly monitoring of student proficiency has a profound effect on student overall achievement.
Rationale for Evidence-based Strategy:	Algebra and Geometry teachers have not consistently planned and implemented common formatives with FSA style questions. Proper exposure of these questions will assist student understanding of them on Algebra and Geometry FSA. (The Iris Center, 2017)

Action Steps to Implement

Collaborative Planning - Common planning by Algebra 1 teachers will appropriately be used for both planning purposes and to review student data.

Differentiation- SWD will receive grade level instruction. The curriculum will be scaffolded to meet their needs and supported by the VE teacher when applicable. Unique Curriculum will be implemented to ensure differentiated instruction in all self-contained state-assessed content areas. NWEA MAP Growth assessment will be taken by all Algebra 1 and Geometry students three times over the course of the year. Teachers will use data to determine gaps in student learning and adjust instruction to meet students specific needs. Algebra 1 and Geometry sheltered class will support all 1st year language learner with various ELL strategies and bilingual instruction.

Person Responsible	Diane Bruns (diane.bruns@osceolaschools.net)

Instructional Coaching- Math Coach will attend PLC meetings to facilitate data analysis, implementation of standards aligned curriculum, and planning for differentiation, as well as work with new teachers to improve instructional practices.

Professional Learning Communities- Teachers will work collaboratively within Professional Learning Communities (PLCs) using the PLC meeting agenda to document PLC cycle during each meeting. PLCs will use common formatives to monitor student progress of mastery of standards.

Person Responsible	Diane Bruns (diane.bruns@osceolaschools.net)

Graduation- SAT/ACT Practice Books and Bootcamps will be used with fidelity in math classrooms, to ensure students who have have not met the Algebra 1 graduation requirement meet the concordant score through SAT or ACT.

Professional Learning- Content specific PD to state assessed areas offered by instructional coaches to assist teachers learning teaching strategies that can be used to increase student engagement and

learning. Teachers will be introduced to the new B.E.S.T standards in Math in preparation for implementation next school year.

Person Responsible   Diane Bruns (diane.bruns@osceolaschools.net)

Small Group Instruction- Algebra 1, Intensive Math and Geometry teachers will use classroom assessment data and common assessments to identify students for small group instruction during the class period and during PAWS.
Standards Aligned Instruction- All Math content areas will follow the district provided Curriculum Unit Plans. Algebra 1, Geometry and Liberal Arts, with the support of the Florida Network of School Improvement (FNSI), teachers will implement an instructional practice based on the FSA Math Standards to increase students conceptual understanding and articulation of their thinking. Teachers will collect data on its implementation, reflect on the data, and adjust their idea as needed in order to increase student achievement

Person Responsible   Diane Bruns (diane.bruns@osceolaschools.net)

Tier 1 Foundational Instructional Practice- All teachers will implement AVID WICOR strategies to increase engagement and retention of content.
Tier 2 Foundational Instructional Practice- All teachers will utilize classroom and common assessment data to identify students not showing progress towards mastery of standards. Students will be taught using small group instruction during class time and during PAWS.

Person Responsible   Diane Bruns (diane.bruns@osceolaschools.net)

Tier 3 Instruction Intervention Practices- Algebra 1 students in the lowest quintile on NWEA will be placed in a Math remediation PAWS group 3-4 times per week taught by the Algebra 1 and Intensive math teachers.

Person Responsible   Diane Bruns (diane.bruns@osceolaschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Given the 20-21 school data finding that 57% of our school scored a level 3 or higher on their EOC which was a 17% drop from the year prior, strong instructional practices must be planned for and incorporated daily to ensure high levels of achievement for all students in science
Measurable Outcome:	Our goal for the 2021-2022 school year is to increase achievement by 10%.
Monitoring:	PLC will administer common quarterly formative assessments and disaggregate data for subgroups.
Person responsible for monitoring outcome:	Diane Bruns (diane.bruns@osceolaschools.net)
Evidence-based Strategy:	Increase student fluency of both comprehension of text and graph as applicable to EOC style questions.
Rationale for Evidence-based Strategy:	Biology EOC is reading test with science content. If students increase their ability to comprehend what they are reading, they will be able to accurately answer and analyze EOC questions (Achieve the Core, 2018) (American Educational Research Journal, 2011).

Action Steps to Implement

Collaborative Planning- Common planning by Biology teachers will appropriately be used for both planning purposes and to review student data.
Differentiation- SWD will receive grade level instruction. The curriculum will be scaffolded to meet their needs when applicable. Unique Curriculum will be implemented to ensure differentiated instruction in all self-contained state-assessed content areas. Biology sheltered class will support all 1st year language learners with various ELL strategies and bilingual instruction. Teachers will use data form common assessments and classroom assessments to determine gaps in student learning and adjust instruction to meet student specific needs.

Person Responsible	Diane Bruns (diane.bruns@osceolaschools.net)

Instructional Coaching- Science Coach will attend PLC meetings to facilitate data analysis, implementation of standards aligned curriculum and planning for differentiation, as well as work with new teachers to improve instructional practices.
Professional Learning Communities- Teachers will work collaboratively within Professional Learning Communities (PLCs) using the PLC meeting agenda to document PLC cycle during each meeting. PLCs will use common formatives to monitor student progress of master of standards.

Person Responsible	Diane Bruns (diane.bruns@osceolaschools.net)

Graduation- All students will take Biology and receive grade level standards based instruction.
Professional Learning- Content specific PD to state assessed areas offered by instructional coaches to assist teachers learning teaching strategies that can be used to increase student engagement and learning.
Small Group Instruction- Biology teachers will use classroom assessment data and common assessments to identify students for small group instruction during the class period and during PAWS.

Person Responsible   Diane Bruns (diane.bruns@osceolaschools.net)

Standards Aligned Instruction- All science content areas will follow the district provided Curriculum unit Plans. Biology will incorporate daily reading/interaction with science text, marking the text, and processing information. Teachers will use released EOC questions to give students exposure and incorporate higher order thinking strategies.

Person Responsible   Diane Bruns (diane.bruns@osceolaschools.net)

Tier 1 Foundational Instructional Practice- All teachers will implement AVID WICOR strategies to increase engagement and retention of content.
Tier 2 Instructional Intervention Practices- All teachers will utilize classroom and common assessment data to identify students not showing progress toward mastery of standards. Students will be taught using small group instruction during class time and during PAWS.
Tier 3 Instructional Intervention Practices- Biology students will be identified for small group remediation during PAWS based on mastery of standards on common assessments.

Person Responsible   Diane Bruns (diane.bruns@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Our goal is to ensure high levels of achievement for students with subgroups. Students within our ESE, LY and Male Hispanic subgroup are lagging behind their peers. We must focus on increasing student achievement in these areas to close the achievement gap.
Measurable Outcome:	Our goal is to increase our ESE subgroup in ELA by 9% and in math by 7%and our LY subgroup in ELA by 6% and in math by 5%.
Monitoring:	ESSA Subgroup proficiency will be monitored at each progress monitoring window and in PLCs using common formative assessments through School city.
Person responsible for monitoring outcome:	Shane Muller (shane.muller@osceolaschools.net)
Evidence-based Strategy:	For our LY students sheltered classes will be offered in Biology, Algebra 1, and US History. A paraprofessional will be assigned to each classroom to provide translation and Ellevation strategies are utilized. In order to support ESE students the VE and Core teacher meet weekly to plan and address student accommodations. In all cases, students will be pulled into PAWS groups to support their learning and data is consistently reviewed to ensure adjustments to instruction is occurring to meet each students needs.
Rationale for Evidence-based Strategy:	By providing students with qualified staff who are implementing effective instructional strategies, maintain high standards for all students, and utilizing a guaranteed and viable standards based curriculum, students within our subgroups will make larger gains (Hanover Research, 2017).

Action Steps to Implement

School Stocktake will take place monthly to report progress to the Asst. Principal on the area of focus as it pertains to each ESSA subgroup.

Person Responsible	Jennifer Wrona (jennifer.wrona@osceolaschools.net)

NWEA MAP Growth and school city data will be used to track student growth (including all sub-groups) and to help the team determine next steps

Person Responsible	Diane Bruns (diane.bruns@osceolaschools.net)

Sheltered classes for students enrolled in Algebra 1, Biology, and US History with the support of an ELL paras, embed cross curricular reading passages within ELA/Reading classes to support our US History and Biology students.

Person Responsible	Stephanie Holmes (stephanie.holmes@osceolaschools.net)

PLC Unit Agendas to document how students are performing on the standards taught, what remediation is provided, and next steps. VE teachers and ELL support staff participate in PLC meetings to discuss data and help create activities that support student learning.

Person Responsible	Jennifer Wrona (jennifer.wrona@osceolaschools.net)

CUPs will be implemented using warm demand, meeting students where they are. We will train staff in Culturally Responsive Teaching throughout the year.

Person Responsible Shane Muller (shane.muller@osceolaschools.net)

Students in our lowest quartile or ESE subgroup who are demonstrating a need in either math or reading are placed in small group during PAWS (purposeful academic work for success) to provide academic support. Intervention during PAWS for our LY students will begin during the 2nd quarter.

Person Responsible Shane Muller (shane.muller@osceolaschools.net)

#6. Other specifically relating to Culture and Environment

Area of Focus Description and Rationale:	Data from our Spring 2021 Panorama student survey showed 23% of our students responded favorably to feeling connected to the adults at our school and 38% of our students responded favorably to feeling that they belong at our school.
Measurable Outcome:	Our goal for the 2021-2022 school year is to increase our student's sense of belonging and connection to our school and our staff by 6%.
Monitoring:	We will be monitoring our desired outcome by implementing a foundation of PBIS (Positive Behavioral Interventions & Supports) and using Character Strong curriculum.
Person responsible for monitoring outcome:	Shane Muller (shane.muller@osceolaschools.net)
Evidence-based Strategy:	Studies show that building resiliency factors and sense of belonging to school culture in students can help protect them from adverse effects and increase a positive school environment. If students build relationships with others and feel that others understand them, they will be able to have positive social relationships, effective coping skills, the ability to express themselves and seek support when needed, problem-solve, and have high self -esteem and self-confidence.
Rationale for Evidence-based Strategy:	Evidence suggests that due to recent events in our society students are dealing with fear, isolation, illness, anxiety, economic issues, trauma, and family instability. By providing direct instruction for SEL, what resources are available to them, and helping them connect with adults, students will be better equipped to handle stressors (Education Development Center, 2018)

Action Steps to Implement

Social Emotional Learning will be provided through monthly Wednesday Character Strong lessons. Our students will complete Panorama survey's so we can attain a better understanding of our students' attitudes and beliefs about the school climate and our staff.

Person Responsible	Shane Muller (shane.muller@osceolaschools.net)

Community and Parent Involvement will be provided through multiple parents nights provided by our guidance department and having bulldog unions to provide community involvement and business partnerships.

Person Responsible	Shane Muller (shane.muller@osceolaschools.net)

Positive Behavior Intervention and Support: This will be our first school year as a PBIS school and we have created The Maroon and Gold Standards to help create a positive school climate. We have provided a training to our staff and will continue throughout the school year. PBIS will also help us create a sense of belonging to our student by having monthly PBIS events on campus.

Person Responsible	Shane Muller (shane.muller@osceolaschools.net)

Equiy and Diversity provided through warm demand training for our staff and having the principal and leadership team conducting walkthroughs to ensure equity in our classrooms.

Person Responsible	Shane Muller (shane.muller@osceolaschools.net)

School Safety is provided by having our students have access to FortifyFL, having a threat assessment team at our school and having them meet monthly.

Person Responsible   Shane Muller (shane.muller@osceolaschools.net)

Student and Staff Attendance will be provided through PBIS events and incentives for staff and students, and having monthly fantastic bulldog award ceremony for students and shout-out staff members.

Person Responsible   Shane Muller (shane.muller@osceolaschools.net)

Early Warning System is provided through our MTSS and PBIS systems.

Person Responsible   Shane Muller (shane.muller@osceolaschools.net)

Discipline is provided through referral data and PBIS incentives and expectations.

Person Responsible   Shane Muller (shane.muller@osceolaschools.net)

Schoolwide Post Secondary Culture for all Students is provided through our Xello lessons and using AVID schoolwide.

Person Responsible   Shane Muller (shane.muller@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The team will focus on increasing attendance and reducing the amount of student suspensions through PBIS. Clubs and activities will continue on campus and a big push to get majority of our students involved. Staff will be assigned to reviewing attendance data and reaching out to students who are not attending school regularly. Students with behavioral concerns will be assigned a mentor on campus and provide re-teaching of expectations and behaviors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At St. Cloud High School we want all students to fell included in our school community. At the start of each school year we hold a Club Rush where students can learn about all the clubs offered at our school This year we will continue that tradition except we will offer it in a face-to-face capacity as well as digitally. We also hold a Bulldog Union quarterly which is another time to showcase our clubs, sports, as well as academic programs offered on campus. Weekly, our Principal Mr. Fancher will focus on a social emotional competency (emotional regulation, problem-solving, etc.) during his weekly video announcement to students. In addition, we will hold our monthly Fantastic Bulldog Ceremony that celebrates student accomplishments in various area such as most improvement and top academic performance. Finally, we share student and teacher successes during our SAC meetings as well as on all Social Media Outlets and our Website.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Guidance Counselors promote post-secondary opportunities and track student plans. Our CCC organizes college, trade school and military meetings with students to inform students of opportunities and prepare them for the next step in their education. Our PBIS coach ensures students are rewarded for effort and meeting expectations. Our club sponsors ensure we have a diverse offering of activities that meet the needs of various backgrounds, interests and cultures. our teachers offer real world experiences in learning to keep student interest.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
6	III.A.	Areas of Focus: Other: Culture and Environment	$0.00
		Total:	$0.00